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Exploring Evidence-Based Mental Health Prevention Programs to Build Resiliency in College Students

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The University of Vermont

Conflict of Interest

- I declare that there are no relationships, conditions, or circumstances that present a conflict of interest relevant to the content of this presentation
- No funding

Introduction

- Diagnosis and utilization increasing¹
- University challenges in response²
- Mental health prevention programs³
- Resiliency⁴



Rationale

- Champlain College health providers overwhelmed with identified increase in students presenting with Mental Health issues
- Universal MH screening in fall
- Money through SBIRT grant

Purpose & Aims

Assess for the need of mental health prevention program Champlain College

1. Collect & analyze
2. Appraise literature
3. Propose project

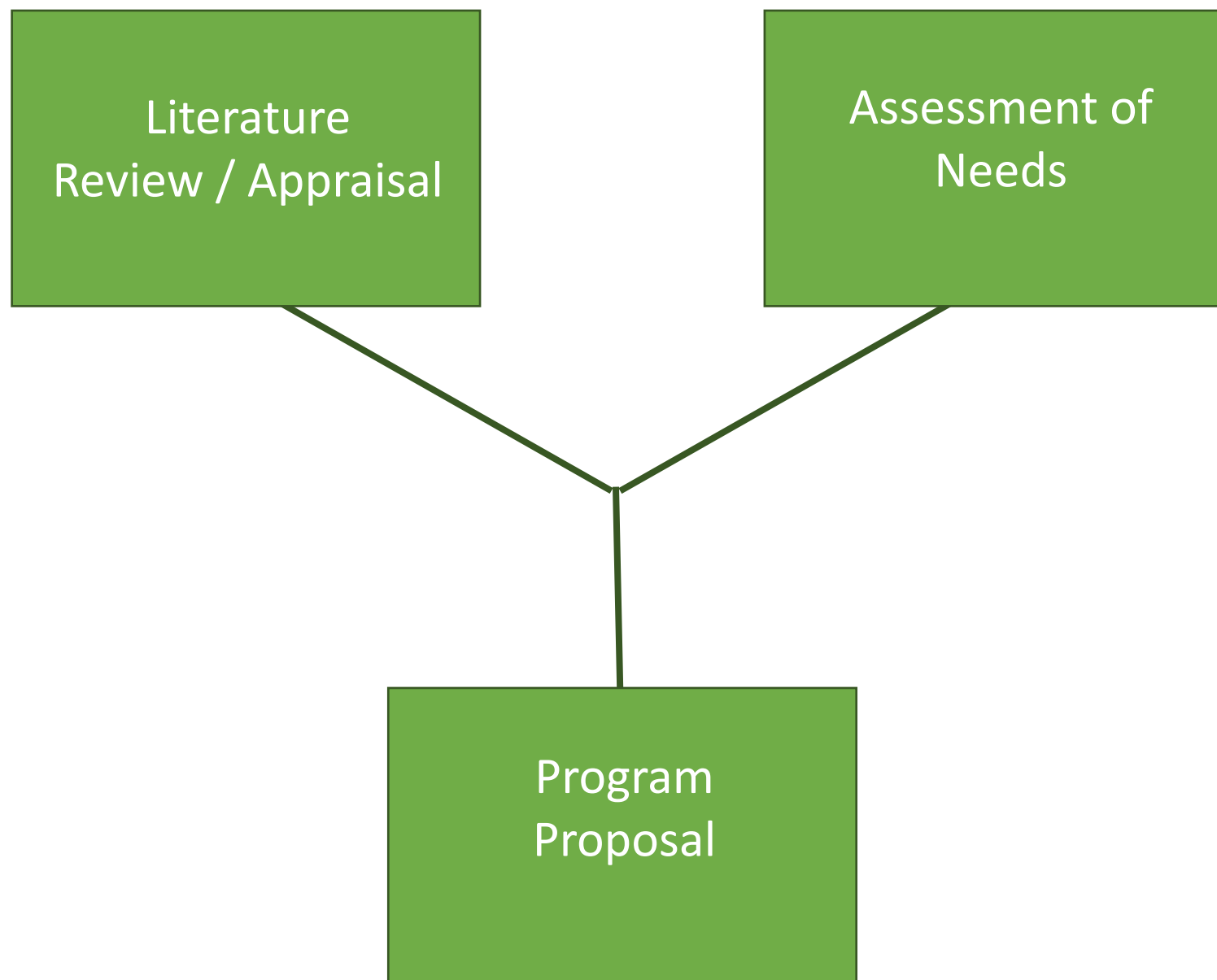
Ethical Considerations

- IRB – non-research
- Survey voluntary & anonymous
- No identifiable patient data collected

Methods — Context

- Small, liberal arts college, 2,200 traditional students
- Champlain College student health center
 - 3 NPs, 1 RN, 1 Health Technician
- Counseling Center
 - 5 counselors

What I did!



9

Study of assessments

- Student & staff survey
- Evidence-based mental health prevention programs identified & studied

Measures

- Open-ended questions
- Ranking
- Likert scale (BRS)

Please respond to each item by marking <u>one box per row</u>		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
BRS 1	I tend to bounce back quickly after hard times	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 2	I have a hard time making it through stressful events.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
BRS 3	It does not take me long to recover from a stressful event.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 4	It is hard for me to snap back when something bad happens.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
BRS 5	I usually come through difficult times with little trouble.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 6	I tend to take a long time to get over set-backs in my life.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Analysis

- Content & thematic analysis of qualitative responses
- Quantitative analysis

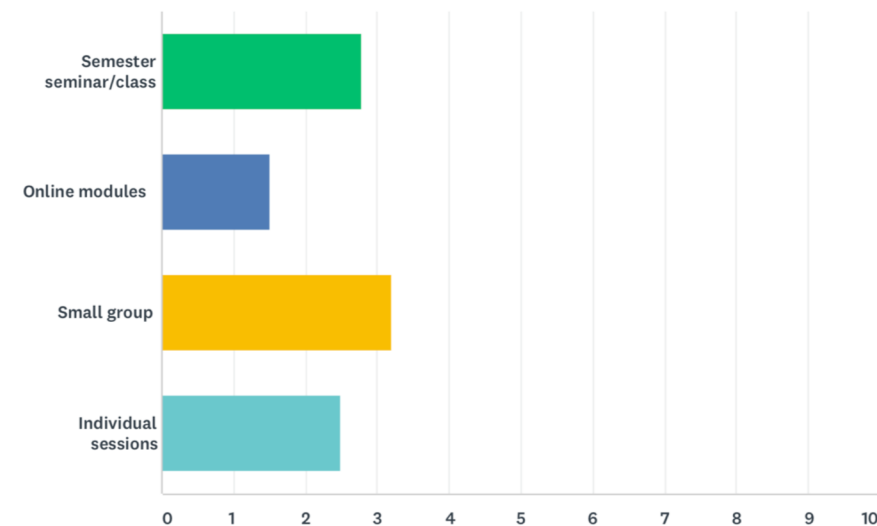
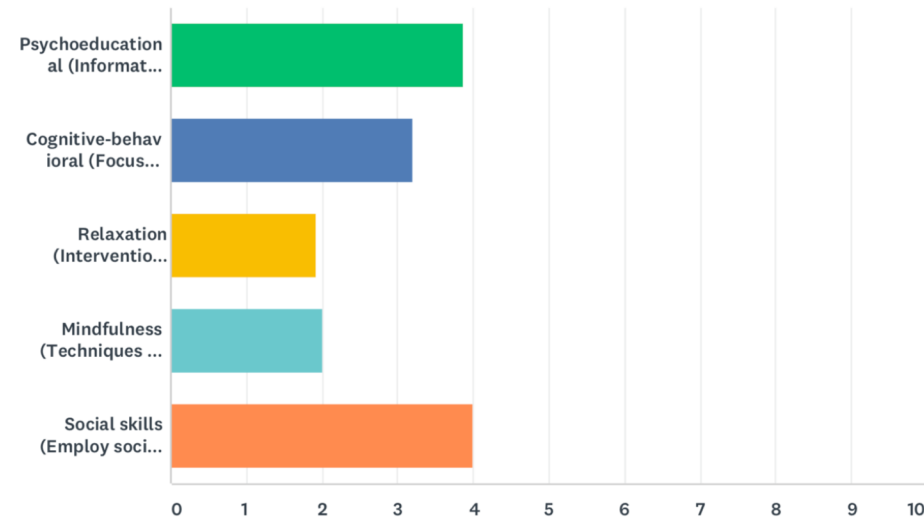
Results

Student

- 12 surveys
- BRS
- Themes

Staff

- 14 surveys
- Format
- Themes



Results cont.

University of Pennsylvania



Florida State University



Worcester Polytechnic Institute



Discussion

Key findings

- Similar needs expressed
- Low-normal resilience
- Recommendations for Program matching

Strengths

- Data from staff and students
- Recommendation based on specific needs

Interpretation

- Preliminary assessment supports need for MH programming
- Evidence-programs could meet identified needs of college
- Impact – Exploratory, well received
- Cost dependent on program selection

Limitations

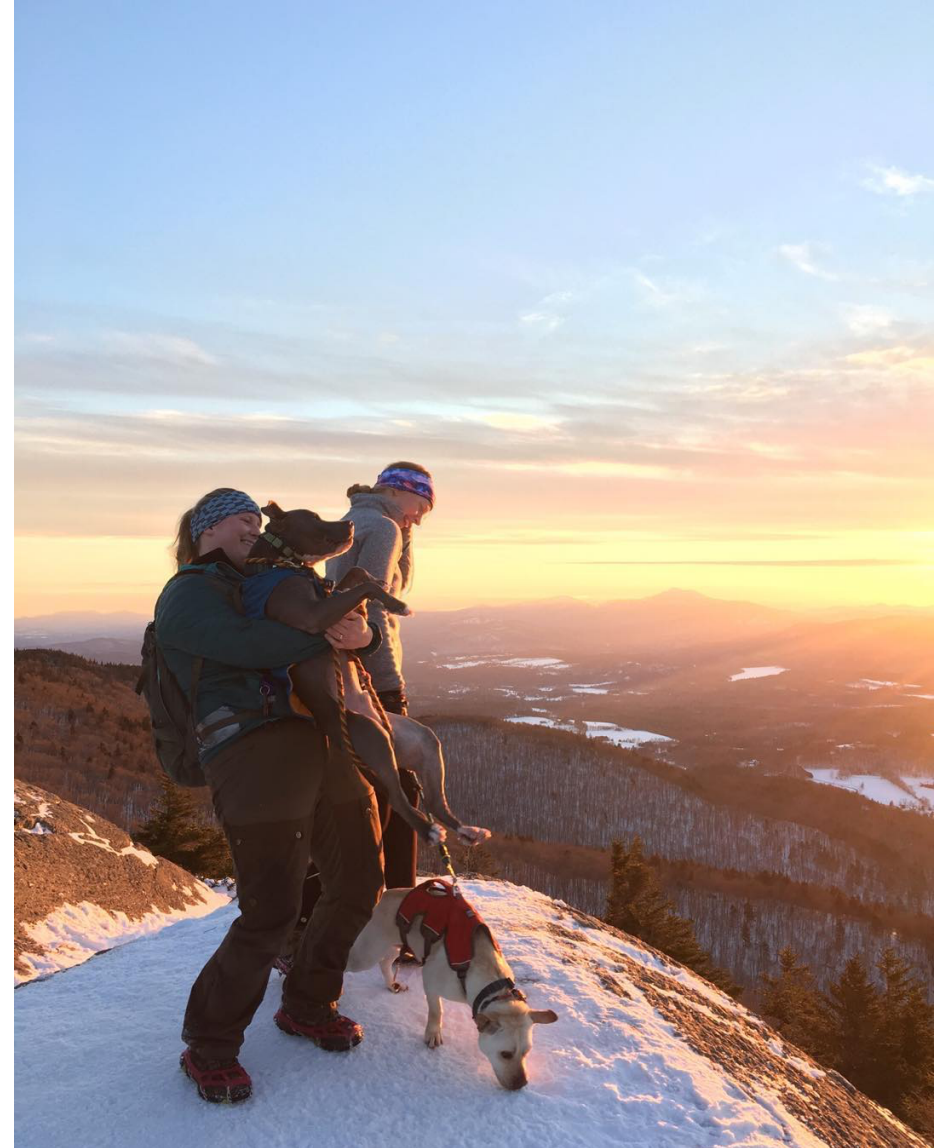
- Not intended for generalizability
- Unable to measure program
- Length of project

Conclusions

- Assessment and recommendations deemed useful
- Future growth of student services
- Needs assessment utilization at other universities
- Implement program, assess impact

Acknowledgements

- Carol Buck-Rolland, EdD, APRN
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- Champlain College Student Health
- Family



References

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